DOCUMENT RESUME

ED 079 893 EC 052 271

AUTHOR	Graeb, Thelma S., Ed.; Gaughan, Joseph P., Ed.
TITLE	Urban Issues in Special Education. A Special Study Institute Proceedings.
INSTITUTION	New York State Education Dept., Albany. Bureau for Physically Handicapped Children.; Yonkers City School District, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[73]
NOTE	32p.; Report of Proceedings of a Special Study Institute (Sterling Forest Conference Center, New York, November 10-12, 1972)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administration; Educational Trends; *Exceptional Child Education; Handicapped Children; Inservice Education; *Institutes (Training Programs); *Simulation; *Urban Education

ABSTRACT

Presented are the proceedings of a special study institute which field tested the Special Education Administration Simulator (SEASIM) to acquaint urban school administrators with the role of the Special Education Director and with information on current trends in special education. SEASIM is said to be based on 31 critical problems and issues identified by administrative personnel in five large urban school systems, and to train participants to anticipate special education issues. Focuses on are the following concepts: planning; communication; population flux, mobility, and transportation; interagency cooperation; group processes; concensus decision making; and resolving conflict. Institute proceedings are described in terms of objectives, introduction, tentative schedule, program changes, conclusion, and evaluation. (DB)

FILMED FROM BEST AVAILABLE COPY

ED 079893

PROCEEDINGS

A SPECIAL STUDY INSTITUTE

ON

URBAN ISSUES IN SPECIAL EDUCATION

sponsored by

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN
BUREAU FOR PHYSICALLY HANDICAPPED

in cooperation with

THE YONKERS CITY SCHOOL DISTRICT

Sterling Forest Conference Center
Sterling Forest, New York
November 10, 11, 12, 1972

Funded through
P.L. 91-230
U. S. Office of Education

EC052271

ED 079893

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEEDINGS

A Special Study Institute

URBAN ISSUES IN SPECIAL EDUCATION

sponsored by

The University of the State of New York
The New York State Education Department
Division for Handicapped Children
Bureau for Physically Handicapped

in cooperation with

The Yonkers City School District

Sterling Forest Conference Center,
November 10, 11, 12, 1972

Funded by P.L. 91-230
U.S. Office of Education

Edited by

Thelma S. Graeb
Doctoral Assistant
Syracuse University

Joseph P. Gaughan
Doctoral Assistant
Syracuse University

PLANNING COMMITTEE

Dr. Richard G. Hehir, Chief
Bureau for Physically Handicapped Children
New York State Education Department

Dr. Gary O. Carman
Assistant Director Special Education
Yonkers Public Schools
Yonkers, New York

INSTITUTE DIRECTOR

Dr. Daniel D. Sage, Associate Professor of Special Education
Coordinator Special Education Administration Program
Syracuse University

INSTITUTE STAFF

Thelma S. Graeb
Doctoral Assistant, Special Education Administration
Syracuse University

Joseph P. Gaughan
Doctoral Assistant, Special Education Administration
Syracuse University

LIST OF PARTICIPANTS

Dr. Robert F. Alioto	Superintendent of Schools
Dr. Stanley A. Schainker	Assistant Superintendent of Schools for Instruction
Mr. James F. Gallagher	Assistant Superintendent of Schools for Planning and Evaluation
Dr. David V. Cole	Director of Curriculum K-12 and Special Services
Mr. Bertran F. Wallace	Director of Occupational Education
Mr. Joseph M. Guerney	Assistant Director of Elementary Education
Mr. Donald Batista	Assistant Director of Pupil Personnel and Guidance
Dr. Viola Anderson	Assistant Director of Health Services
Mrs. Margaret Riemer	Administrative Assistant for Business Projects
Mr. Frederick Smith	Administrative Assistant for Human Relations
Mr. Rocco C. Cardillo	Administrator of Career Center
Miss Joan Malanga	Coordinator of Special Education
Mr. Louis Benzell	Principal of Gorton Senior High School
Mr. Arthur A. Natella	Principal of Lincoln High School
Dr. Kenneth Fish	Principal of Roosevelt High School
Mr. Robert C. Dodson	Principal of Yonkers High School
Mr. Angelo Paradiso	Principal of Saunders Trades and Technical High School
Dr. Thomas Davis	Principal of John Burroughs Junior High School
Dr. Ruth M. Stone	Principal of Ralph Waldo Emerson Junior High School
Mr. Sidney L. Jacoby	Principal of Franklin Junior High School
Mr. Luther Thomas	Assistant Principal of Hawthorne Junior High School
Mr. Donald Mermer	Principal of Longfellow Junior High School
Mr. Edward A. Vollbrecht	Principal of Mark Twain Middle School
Mr. Richard J. Monaco	Principal of Walt Whitman Junior High School
Mrs. Angela Scotto	Principal of School No. 3
Mrs. Marie C. Browne	Principal of School No. 4
Mr. Ronald Bagley	Principal of School No. 6
Mr. Edward S. Watson	Principal of School No. 9
Dr. Mildred Leahy	Principal of School No. 10
Mr. Eugene Radko	Principal of School No. 11
Mrs. Jean Graig	Principal of School No. 12
Mrs. Evelyn E. Gold	Principal of School No. 13
Miss Lucrezia Cesarini	Principal of School No. 14
Mrs. Hattie Becton	Principal of School No. 15
Miss Helen Fitzgerald	Principal of School No. 16
Mrs. Estelle Brody	Principal of School No. 17
Mrs. Anne Bocik	Principal of School No. 18
Mr. Edward DeFino	Principal of School No. 19
Mrs. Josephine Marsi	Principal of School No. 21
Mrs. Anna Moroh	Principal of School No. 23
Mr. Robert D. Torp	Principal of School No. 24
Mr. Albert Walker	Principal of School No. 25
Mr. Henry Grishman	Principal of School No. 26
Mrs. Lula Chapin	Principal of School No. 27
Mrs. Rosalyn Fatigate	Principal of School No. 32
Mrs. Nellie B. Rice	Principal of Martin Luther King School
Mr. Andre Creux	Administrative Intern

ABSTRACT

This is a report of the proceedings of the Special Study Institute held at Sterling Forest, New York, November 10, 11, 12, 1972, sponsored by the Division for Handicapped Children, Bureau for Physically Handicapped Children of the New York State Education Department and the Yonkers Public School System, Yonkers, New York. The Institute's primary purpose was to acquaint urban school administrators with the role of the Special Education Director and to provide a vehicle for the dissemination of information directly related to the current trend in special education in urban communities as they might effect both the special and the general school administrator.

The Special Education Administration Simulator (SEASIM) published by the University Council for Educational Administration was field tested during this workshop. SEASIM was created to meet the needs of administrators in the large urban school system. The exercise is based on 31 critical problems and issues identified by administrative personnel in five large (over 100,000 ADA) urban school systems.

This simulation attempts to train participants to anticipate issues involving special education, all of which are related to the Special Education Department of the simulated Monroe City.

SEASIM focuses on the following concepts: (1) planning; (2) communication; (3) population flux, mobility, and transportation; (4) interagency cooperation; (5) group processes; (6) concensus decision making; and (7) resolving conflict.

Many similar workshops conducted at county, regional, or state levels have shown that simulation is a viable tool to foster both a change of attitude about special education in general and a greater understanding of the role of the special education administrator.

TABLE OF CONTENTS

	Page
PURPOSE OF THE INSTITUTE	1
OBJECTIVES	3
INTRODUCTION	5
TENTATIVE SCHEDULE	9
PROGRAM CHANGES	11
CONCLUSION	17
EVALUATION	18
REFERENCES	27

PURPOSE OF THE INSTITUTE

> In a sense one of the estranging factors of the present day is the lag between specialization and communication, which continues to widen the gulf between specialists and non-specialists. Space belongs to the astronauts, understanding human behavior belongs to the psychologists and psychiatrists, legislation belongs to the Congressman, and whether or not we should have a baby belongs to the theologians. This is an understandable development; yet the problems of non-understanding and non-communication are so great that means must be devised whereby language can keep up with the developments of research (Harris, 1972, p. 3).

The above captures in essence the thought behind the Sterling Forest Institute. For during the last decade the responsibility of educating the atypical child has fallen more and more exclusively into the hands of the specialist, in this case the "special educator." At the same time the literature in the field of special education has increasingly questioned the efficacy of special education as it is currently practiced. More recently, the courts have intervened regarding such issues as the right of the deviant child to an education (Mills v. Board of Education, 1972) and what shall determine who is and who is not placed in special education programs (Dunn, 1968; Hall, 1970, & Ross, DeYoung & Cohen, 1971). Further there has been an increasing sensitivity on the part of educators and others to the racial imbalance existing in special classes in many school districts. In New York State, the long awaited Fleischmann Committee Report devoted an entire chapter to children with "special needs" and one can easily find within that report allusion to the above mentioned occurrences and their specific relationship to the State of New York (New York State Commission, 1972).

What becomes increasingly apparent is the chasm existing between the so called "specialist" and "generalist" in education. As stated by Kohl and Marro (1971)

> It seems strange that such things as prescriptive teaching, team teaching, and differential staffing can

> be so proactive in melding special and general education, while questions of organizational administration, coordination, planning, directing, evaluating, and funding tend to be re-active in the total program (p. 11).

Whether or not the different perspectives of special education held by educators can be attributed exclusively to information flow and semantics as alluded to by Harris (1972) is questionable. On the other hand there can be little doubt that for numerous reasons communication has not been all it could be between those who have administered special education programs and those responsible for the operation of other educational programs.

With this in mind the Sterling Forest Institute was planned and subsequently held on November 10, 11, and 12, 1972. Though each of the participating institutions (i.e., Yonkers Public Schools, State Education Department, and Syracuse University) had their own objectives to meet, the overall goal of all was to heighten the awareness of Central Office Staff and building principals to issues in special education and the need for a mutuality of purpose in the education of children who for one reason or another are classified as exceptional, special, atypical or what have you.

OBJECTIVES

In line with the purpose of the institute the following objectives were agreed upon by all the institute planners.

1. To develop an awareness that the existance of a handicapping condition requires cooperative efforts from both the local building and central office level.

2. To introduce the participant to current issues in the educational subsystem of special education, particularly as manifested in the urban setting.

3. To closely examine the degree to which racial, ethnic, and cultural factors enter into placement practices within education.

4. To introduce a continuum of service model for possible future consideration.

These global objectives do not reflect the multiplicity of objectives that were carried into the Sterling Forest Workshop by each of the agencies involved. Representatives of the State Department of Education, the Yonkers Public Schools and the Syracuse University Institute staff had additional specific agendas which surfaced during the actual workshop. These objectives which might be classified as "hidden agenda" items were:

State Education Department

1. To extend the model of acquainting generalists with special education issues to an urban population.

2. To increase the impact of the State Department of Education to the urban school system.

3. To train new staff members for future workshop direction.

Yonkers Public Schools

1. To humanize and/or strengthen the relationships between Central Office Staff and administrative personnel.

Syracuse University Institute Staff

1. To use a familiar inservice simulation model to field test:

   a) the feasibility of the Monroe City materials (UCEA)

   b) the grouping of Central Office Staff and administrative personnel from a single organization for participation in the same workshop

It is difficult to determine how many participants brought other individual agenda items into the workshop. Suffice to say that a morass of objectives existed and were subsequently acted upon.

INTRODUCTION

Dr. Richard G. Hehir, speaking for the State Education Department as co-sponsor of the Institute, welcomed participants and provided background information regarding interests of his agency in this activity, as follows:

> The Bureau for Physically Handicapped Children over the last three years, has sponsored a number of Special Study Institutes for general education administrators, particularly building principals. Although the Special Study Institute is intended to provide inservice education to teachers in special education, the success of any special education program is dependent upon the support which the building principal renders to the special education program in his building. Therefore the Special Study Institute concept has been expanded from including only special education teachers to the administrators responsible for the special education program. It is our feeling that if the administrator, the building principal, is knowledgeable about the goals and objectives of special education, the problems associated with special education and the alternative courses of action which might be taken, that building principal will assume more responsibility for and be more involved in the processes of special education.
>
> This Institute which we are co-sponsoring with the Yonkers City School District, is the first one which involves building principals from a large urban center. The packet of materials used in this Institute includes materials currently being developed as part of an urban simulation package. We are, therefore, in a sense testing out materials not in a finished form but which recognizes the particular problems associated with urban school districts. The special education segment of the urban simulation packet will be used in this Institute. The inclusion of the urban packet in our Special Education Institute represents an innovation in the institutes different from what we have done in the past.

We should point out to you that the Special Study Institute is not designed to make the building principal an expert in special education. We hope to develop an increased awareness and sensitivity on your part to special education and therefore a willingness and desire to participate more fully in the processes of special education. You will be asked to assume the role of a director of special education who is confronted with problems, possesses incomplete information and must make decisions based upon several alternative courses of action. We are, therefore, using the base of special education upon which we hope to build an experience in administrative decision making. Our experience with past Special Study Institutes is that they have been successful because the building principals and assistant superintendents participated, became involved, and carried their experience back to their jobs. We hope that you experience the same success as your predecessors.

I am now pleased to turn over the conduct of this Special Study Institute to Dr. Daniel Sage, the developer of the SEATS simulation process and director of this Institute.

Dr. Sage supplied additional orientation to the Institute by reviewing the proposed schedule of activities, explaining the expectations held for each participant, and the role to be played by his two assistants, Mrs. Thelma Graeb and Mr. Joe Gaughan. He related the manner in which institutes for in-service training of administrators are conducted and how such activities play a beneficial part both in the university training programs and in the practicing field.

In introducing the simulation process, Dr. Sage briefly reviewed the history of simulation as a vehicle for personnel training, particularly as it has been applied to the field of educational administration. Referring specifically to the materials to be used in this institute, he said

Those of us interested in administration of special education programs have been resorting to simulation as a means of conducting both pre-service and in-service training for some time. However, we have been keenly aware that the specific materials we had available (such as our SEATS Game at Syracuse) were focused on small to

medium size school districts, largely in sub-urban type communities. This had also been the state of affairs in the materials available for general school administration as well.

About three years ago, the University Council for Educational Administration (UCEA), an organization which links together some 60 university departments of educational administration, and which had been responsible for most of the early developments of simulation in the general administration field, recognized the possibility of pulling together two separate development efforts under way at that time to generate a needed product.

The first of these development efforts to which I refer was the Monroe City Urban Simulator (URBSIM), an extensive package of materials dealing with the issues of administration of a large urban school system. Components of this material focused separately on the Principalship at the Elementary, Junior High and Senior High levels, as well as the Superintendency. The printed background library, films, tapes, etc. comprising these components supply a wealth of material for studying in depth, a representative urban setting.

The second development with which UCEA was involved at the time (and since) was a special purpose consortium consisting of a smaller number of (about 25) universities engaged in operational programs of special education administrative training. Since the central theme of all UCEA activity is the improvement of training programs, and since this often takes the form of materials development, it was recognized that it might be feasible to add a Special Education Administration (SEASIM) component to URBSIM. Therefore, for the next two years teams of professors and students from about ten institutions worked cooperatively on the development of SEASIM. A team at Syracuse, for example, worked initially on the identification of major issues confronting large school system special education programs. A study of five major city systems across the United States led to the determination of the "issue content" for the simulator. Other teams produced filmed, taped and printed software.

At this point the SEASIM material, in somewhat rough draft form, is ready for pilot usage. Our application of

> SEASIM in this workshop is one of its first pilot tests. In all our workshops, even when using our familiar material, we are interested in evaluative feedback, and regularly employ mechanismsto secure it. In this workshop, where we have new material to use in a well established procedure, we will be even more receptive to your evaluation.

At this point, the need for base-line, pre-workshop data was explained and two "pre-test instruments" were distributed. Participants responded to these and they were collected for analysis. The results of this analysis are discussed in a later section of this report.

Following the testing, the orientation continued with Dr. Sage inviting participants to

> allow us to introduce you to your new job, the major role you will be playing the next two days. You will be a person (either sex) named Mare Grady, the newly appointed Director of Special Education in Monroe City, North Columbia. We will now help you get acquainted with your new city, new job, and new self.

The orientation to Monroe City proceeded via an audio-visual tour and distribution of a library of printed material. Study of materials and discussion of reactions to the simulated environment, launched the workshop into the schedule of activities which had been planned.

TENTATIVE SCHEDULE

Sterling Forest Workshop

Friday

4:30	Introduction
5:00	Pre-test instruments Rucker Gable Educational Programming Scale Inventory of Incidents Involving Special Needs
5:15	Orientation (audio-visual tour--Monroe City schools Data Bank distribution)
6:00	Discussion of data bank material
7:00	Dinner
8:00	Special Education (audio-visual tour in Monroe City)
8:30	Discussion of total orientation data
9:15	Social hour

Saturday

8:30	September In-basket (work session)
10:00	Coffee break
10:15	"Unwanted Pupils" film and group reaction.
10:45	November Mini-basket "Melissa Taylor" role play--Committee for Special Education Placement Focus: Review of existing policies and procedures; recommendations for future action.
12:15	Lunch

1:30	December In-basket "Placement Dilemma" film--Jimmy Walker Case Focus: Labeling, building facilities for special education classes and placement
3:00	Break
3:15	February Information--Input "Accused Teacher" film--assume principal's role A Reaction Paper--Special Education and the Inner City: A Challenge or another means for cooling the mark out? (Johnson, 1969)
4:45	Recess
6:00	Social hour
6:30	Dinner
8:00	Filmed case and reaction--Placement and the Law
9:00	Recess

Sunday

8:30	May In-Basket--Procedure Committee role play on Educational Placement
10:30	Coffee break
10:45	June In-basket School Board Meeting Role play--Citizens Advisory Committee on Sex Education
11:45	Summary
12:00	Adjourn

PROGRAM CHANGES

Within the opening hours of the institute a decision was made to alter the workshop schedule. This decision was in response to the expressed concern of some of the Yonkers Central Administrators that the planned activities would not meet the perceived needs of their participants.

The change at this and subsequent points in the workshop mark this particular institute as unique among a long series of similar simulation workshops.

Due to the pilot nature of the SEASIM material many of these requests appeared reasonable to the Institute staff. One example of such a modification was the cancellation of the Saturday evening session because of the critical nature of the material presented during Saturday afternoon's session on racial issues and its intense affect on the participants.

It was also concluded that the planned schedule was heavily loaded with cognitive detail which did not sufficiently allow for informal group activities.

The activities which transpired during the following two days are outlined as follows:

Saturday morning

September In-Basket

The first activity was the September In-Basket which focused on the following:

(1) parent involvement
(2) transportation
(3) placement procedures
(4) organizational relationships
(5) public relations
(6) integration

Participants assumed the role of Mare Grady and were requested to respond in the form of written communication to the items in the In-Basket. Following individual completion of the task, groups were organized to share and compare reactions and to identify major issues contained in the stimulus items. Group discussion leaders facilitated the process by relating various items to the general issues identified above.

Film--Unwanted Pupils

The film "Unwanted Pupils" focuses on the teacher's resistance to "mainstreaming" a child from an emotionally disturbed class into a regular classroom setting.

November Mini-Basket

The issue content led into the formation of a Committee for Special Education Placement. Participants were assigned roles of administrators within the school system who would normally be involved in policy formulation regarding student placement. Group role play activities provide a vehicle which allows the individual to confront issues from a group problem solving perspective. The advantage of role playing permits the participant to experiment with biases and perspectives not necessarily his own.

Saturday afternoon

December In-Basket

The December In-Basket focused primarily on placement of children in special education services and addressed the issues of:

1) mainstreaming
2) facility utilization
3) integration
4) relationship between central office staff and local building administration
5) special education and school board politics

Participants responded individually to the in-basket items. The feedback discussion and the film "Placement Dilemma" which grew out of the in-basket led to a group role play of a case conference on placement. Central office and local building personnel were to reach a decision on a controversial case having racial implications.

The opening of the racial issue, and the level of interest directed toward it, prompted another program change. It was decided that the "accused Teacher" film, scheduled for that point would be less relevant to the current interests of the group than what would be offered by a paper dealing directly with special education and race.

Special Education and the Inner City: A challenge or another means of cooling the mark out?

Reprints of this original article (Johnson, 1969) were supplied to each participant, presented as another in-basket item with a cover memo within the simulation contest, requesting that the role-players react to the relevance of the arguments expressed for education in Monroe City.

The article heightened individual and group emotions which surfaced in the form of observable behavioral changes. The issue of race and education took participants out of their simulated environment.

The group interactions were heated, diversified opinions were expressed, and it was evident that regardless of individual perspectives on the issues, a raw nerve had been exposed.

After breaking up the session, there were numerous small group discussions on the issue of race and education in relating the John Johnson experience to Yonkers. Institute staff and workshop sponsors moved from group to group to relate, stimulate, agitate and motivate further discussion.

Saturday evening

Institute staff and workshop sponsors discussed further revision of the workshop schedule in order to facilitate greater understanding of the relationships between issues raised in Monroe City to current problems in Yonkers Public Schools. It was decided to cancel certain portions of the simulation exercise in order to conclude with an examination of legal issues and the role of the courts. It was felt that the transition from simulation to reality would provide participants the opportunity to discuss their own problems in an open forum with their peers and central office staff.

In order to facilitate a smooth transition and maximize the applicability of the materials to Yonkers, it was concluded that Dr. Carman's expertise and familiarity with the local situation should be called upon.

Sunday morning

The morning session was launched with the suggestion that it was time to leave Monroe City and examine, through film, a "case" which had happened in another city. The film Special Education Placement and the Law presents an administrative hearing before a city school board, brought by an attorney in preparation for a class action suit on behalf of Black and Mexican-American pupils improperly placed in special education classes.

Following the showing of the film, discussion centered on the major points, dealing with

(1) the inadequacy of tests instruments used to classify minority group children as retarded

(2) the inappropriateness of the procedures by which such tests are administered

(3) the lack of due process when parents are accorded little or no involvement in placement decisions

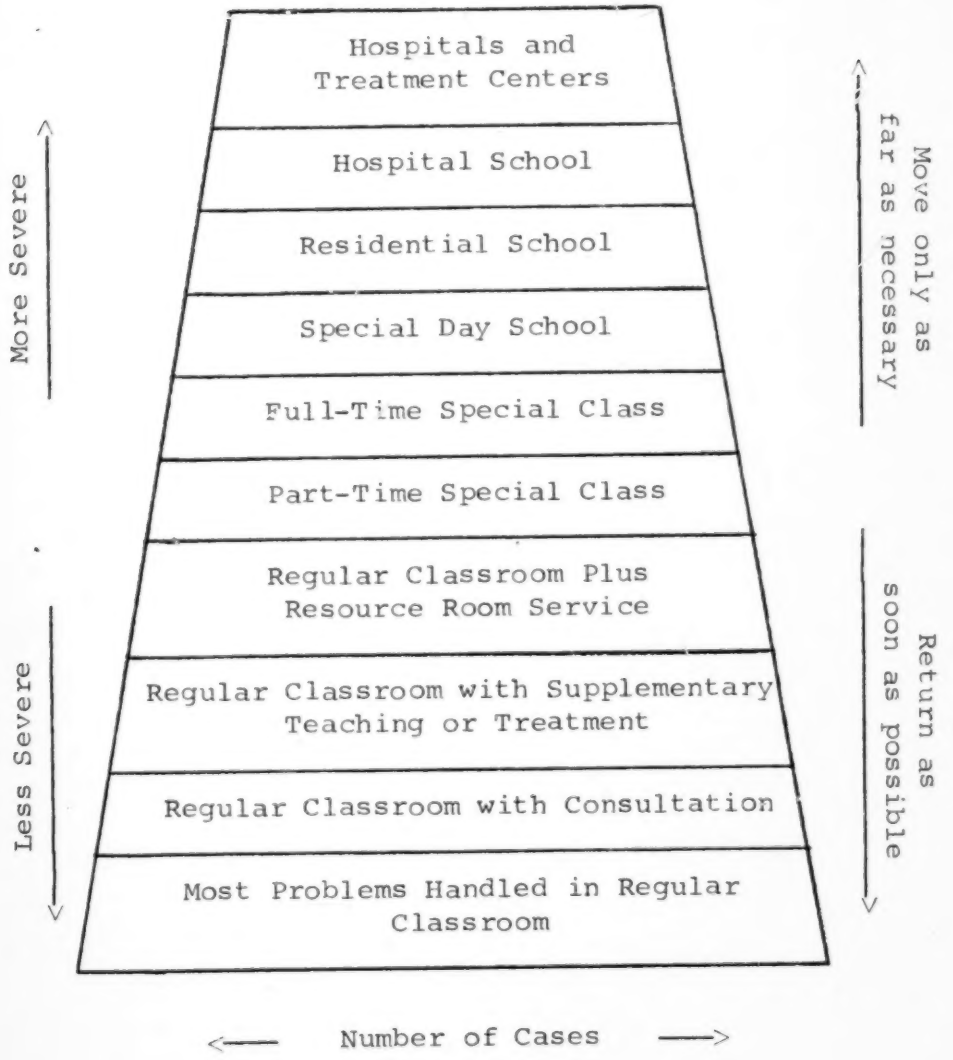
(4) the frequent failure of special classes to provide pupils with their special needs

(5) the negative stigma associated with such placements, which accentuates the problem created when any children are place improperly or unnecessarily.

This discussion led logically to the applicability of the issues elsewhere and bringing the focus "back home to Yonkers." To make that translation, Dr. Gary Carman assumed the floor.

Dr. Carman outlined for the group, his views of points at which the topics under discussion during the preceeding hours had direct relevance for Yonkers. The concepts advanced by Dr. Carman and the interchange between others of the group led to the presentation of a model for viewing an adequate continuum of

services in special education. An adaptation of the model proposed by Reynolds (1962) was discussed in terms of its possible implementation in Yonkers. It was observed that recent progress had been made toward partial implementation of the model and that through further study, the points could be determined at which additional growth is feasible.



Maynard Reynolds, A framework for considering some issues in Special Education, Exceptional Children, Vol. 28 (March 1962)

CONCLUSION

In the concluding minutes of the workshop, consideration was given to the manner by which some of the issues raised could be pursued to a more desirable status. It was suggested that some planning groups could be established which would have the specific charge of determining ways and means of implementing certain changes in the special education system. It appeared that the need to "get under way" was strongly felt.

It was also suggested that additional opportunities for this total group of administrators to meet together, in a retreat atmosphere, were needed, if a successful attack on system problems is to be mounted.

With summary remarks by the institute staff and representatives of the sponsoring agencies, the workshop adjourned with lunch at 12:00 noon.

EVALUATION

Pre-Workshop Instruments

Two instrumental approaches were used at the beginning of the workshop to secure a fix on the status of participants' viewpoints regarding pupils with special needs. It was assumed that such "pre-testing" would be of importance in later assessing the effects of the experience.

Educational Programming

The first instrument is the Rucker-Gable Educational Programming Scale, an experimental form consisting of 50 short vignettes, each describing a pupil in terms of his school related performance. Respondents are requested to indicate the most appropriate current placement for each described pupil from an array of seven choices ranging from "regular class placement with no special services" to "unable to be served in a public school." The total continuum of part-time consultant service, full-time consultant service, resource rooms, part-time special class and full-time special class, provides the intermediate alternatives. Analysis of responses on this scale yields two numerical scores. One score reflects a generalized degree to which the respondent tends to be integrative or segregative in his choice of placements. Another score reflects the difference between the placement choice selected by the respondent and the choices made by a panel of 22 judges who would be considered "expert" in terms of placement recommendations.

Analysis of the responses of the Yonkers administrative staff indicated that the group as a whole was not significantly different from the "experts" in overall attitude toward the integration of "special" cases. As would be reasonable to expect, the individual members of workshop group showed a higher variance in choices than the expert group on almost all dimensions. It should be noted that the average scores were somewhat conservative. That is, on cases which experts judged to be most "integratible," these participants were cautious and tended to recommend more specialized services. On the other hand, among those cases judged by experts

to be most handicapped and in need of more segregated services, the Yonkers group was significantly optimistic, suggesting that less intensive services, such as consultants or part-time specialists could adequately provide for the needs, rather than special classes.

This phenomenon is also reflected in the measures of difference between the experts' choices and those of the workshop participants. This "difference score," which could be intepreted as a "knowledge" or "realism" index was significant overall, but was most pronounced at the more severe end of the continuum, where experts tended to see the special class (at least part-time) as necessary.

The data from this scale can also be classified by three "types" of problems; the mentally retarded, emotionally disturbed and learning disabled. Participants were similarly (and significantly) deviant from the experts on all three classifications. However, when all the items pertaining to each type were averaged, it was clear that the Yonkers participants tended to be significantly more integrative than the experts toward the mentally retarded.

Among the items dealing with the learning disabled and emotionally disturbed, certain cases were viewed as more integratible by participants than the judges viewed them to be. Other cases were viewed to be less integratible. Since these differences were randomly distributed, they had the effect of causing the participants' average to be quite close to that of the experts, in spite of the fact that they differed widely from the experts on individual cases.

A reasonable interpretation of this data would be that the group came to the workshop with a fairly positive, acceptant attitude toward service for handicapped children in less segregative settings, but perhaps lacking in reality based knowledge of what may be the "treatment of choice" in some specified situations.

Critical Incidents

The second instrument was the Inventory of Incidents Involving Special Needs. The purpose of this instrument was to assess the participants' perceptions prior to involvement in the workshop of problem incidents involving students' special needs. The instrument also called for an expression of the administrator's plan of action in response to the problems cited.

A total of 49 incidents were reported by the workshop participants. The incident reports revealed the following problem categories:

Aggressive students		22
Exceptional children		11
Reading problems		2
Administrative policy		2
assult policy	(1)	
special education integration	(1)	
Child abuse		4
unwanted child	(2)	
teacher-child dissonance	(2)	
Pupil assessment		6
already special education pupils	(2)	
Student initiated requests		3
Integration Special Education/Regular Education		2
Tutor		1
Physical problems		2

Using the URBSIM Decision Making Analysis Form (see page 21) the reported actions taken were classified by Institute Staff as follows:

Rationale for Action

The reported actions taken were mixed between social, legal, technical, and political. The greatest emphasis was placed on social (values) followed closely by legal (standards) and technical (effectiveness) rationales.

Decision Making Analysis Form

Rationale for Action	Total
1. Technical (effectiveness)	38
2. Economic (efficiency)	4
3. Legal (standards)	38
4. Social (group values)	46
5. Political (group action)	24
6. Other	--

Action Taken	
1. Took final, decisive action	22
2. Decided to take no action	0
3. Decided to postpone action	1
4. Decided to delegate responsibility	13
5. Decided to submit issue to higher authority for action	4
6. Decided to develop procedure for taking action	5
7. Decided to refer action to an administrative council	2
8. Decided to refer action to a faculty group	10
9. Decided to refer action to an ad hoc professional group	10
10. Decided to refer action to a lay group	5
11. Other--Parent conference	23
Student conference	24

Method of Action After Decision	
1. Communicated directly	18
2. Communicated indirectly	1
3. Communicated in writing	2
4. Communicated with those directly involved	36
5. Communicated with those who might be interested	6
6. Communicated generally	0
7. Other--Union grievance	1
Referral out of school building and/or program	6

Action Taken

In 22 incidents the administrator took the final decisive action. Most common actions taken were parental and/or student conferences. There was a tendency to involve faculty and consultant personnel when principals delegated responsibility. This process frequently involved the school's "diagnostic team."

Method of Action After Decision

Regarding the action taken, communication tended to be direct and involved parents, students, school personnel and/or diagnostic personnel. Very seldom were referrals made to community diagnostic facilities.

Of the 22 incidents of student aggression, 7 involved students who were identified as special education students. Most frequent causes of aggression were peer ridicule and/or pressure, teacher-student dissonance, poor student performance, and complicated family situations. Most common methods of dealing with aggression were temporary or permanent exclusion from the classroom, and/or referral for evaluation. In some cases aggressive students were referred for evaluation without benefit of a parent conference.

There was a reported tendency of teachers to refer students with disruptive behavior for special education placement even at the kindergarten level. Often the evaluation team was called in after the student had been excluded from the classroom by the teacher.

Lack of sensitivity in responding to students, e.g., forcing a student to admit he is wrong; lack of opportunity for a student to give an explanation; unfair criticism of student; negative approach to a student already in a difficult situation; were reported.

Discussion of Incidents

After reviewing the critical incident reports, the Institute Staff offers the following suggestions for consideration:

a) Development of procedures to provide opportunity for teachers, parents or students to obtain consultation or resource services commensurate with individual needs to prevent development of a crisis situation.

b) Utilization of in-service training for teachers and administrators on techniques of behavior management.

c) Involvement of parents prior to referral for pupil assessment for special education placement to insure the student's constitutional rights.

d) Institute programs for students to increase their understanding and tolerance of individual differences.

e) Institute policies that will increase community understanding and tolerance or individual differences as related to educational programming in Yonkers.

Post-Workshop Instruments

Seven weeks following the Institute, questionnaires were mailed directly to each of the 46 participants. Enclosed was an addressed stamped envelope for ease of return.

The questionnaire was organized into two parts. Part I was designed to measure the individual participant's self-perceptions of change as that change related to content areas treated in the workshop. Part II was constructed to measure the participants' overall assessment of the workshop itself.

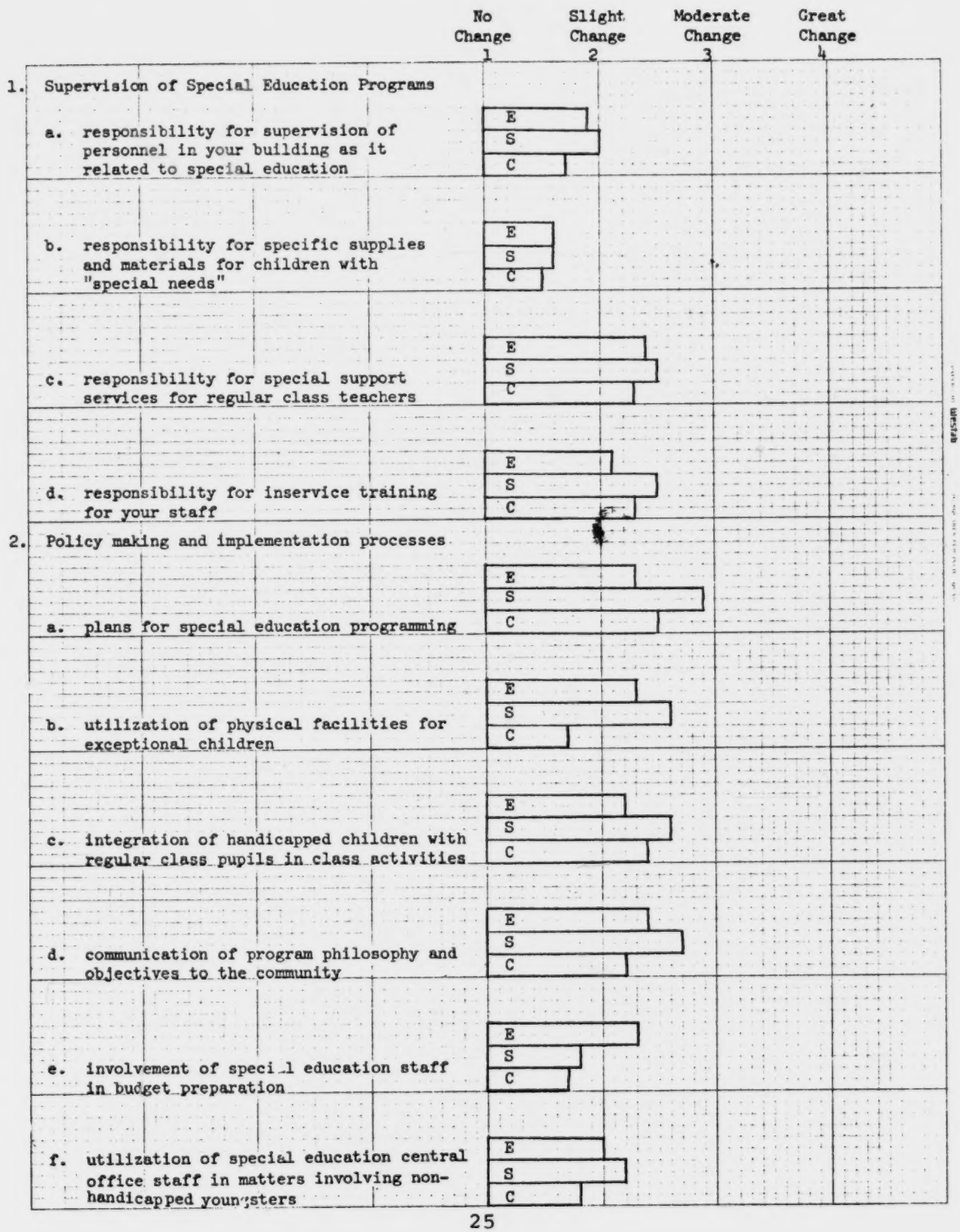
Thirty-eight of the 46 participants responded to the questionnaire. The averaged responses to individual items in Part I are graphed on pages 26 and 27. To briefly summarize the data in Part I, the participants felt their perceptions had undergone some "slight change." Though the amount of that change varied from item to item and participant to participant, the greatest reported change occurred in areas emphasized during the workshop (e.g., planning for special education, placement and integration). Viewing the data according to organizational responsibility (i.e., elementary, secondary or central office) it was found that the largest perceived change occurred among secondary school personnel, followed closely by elementary and central office staff.

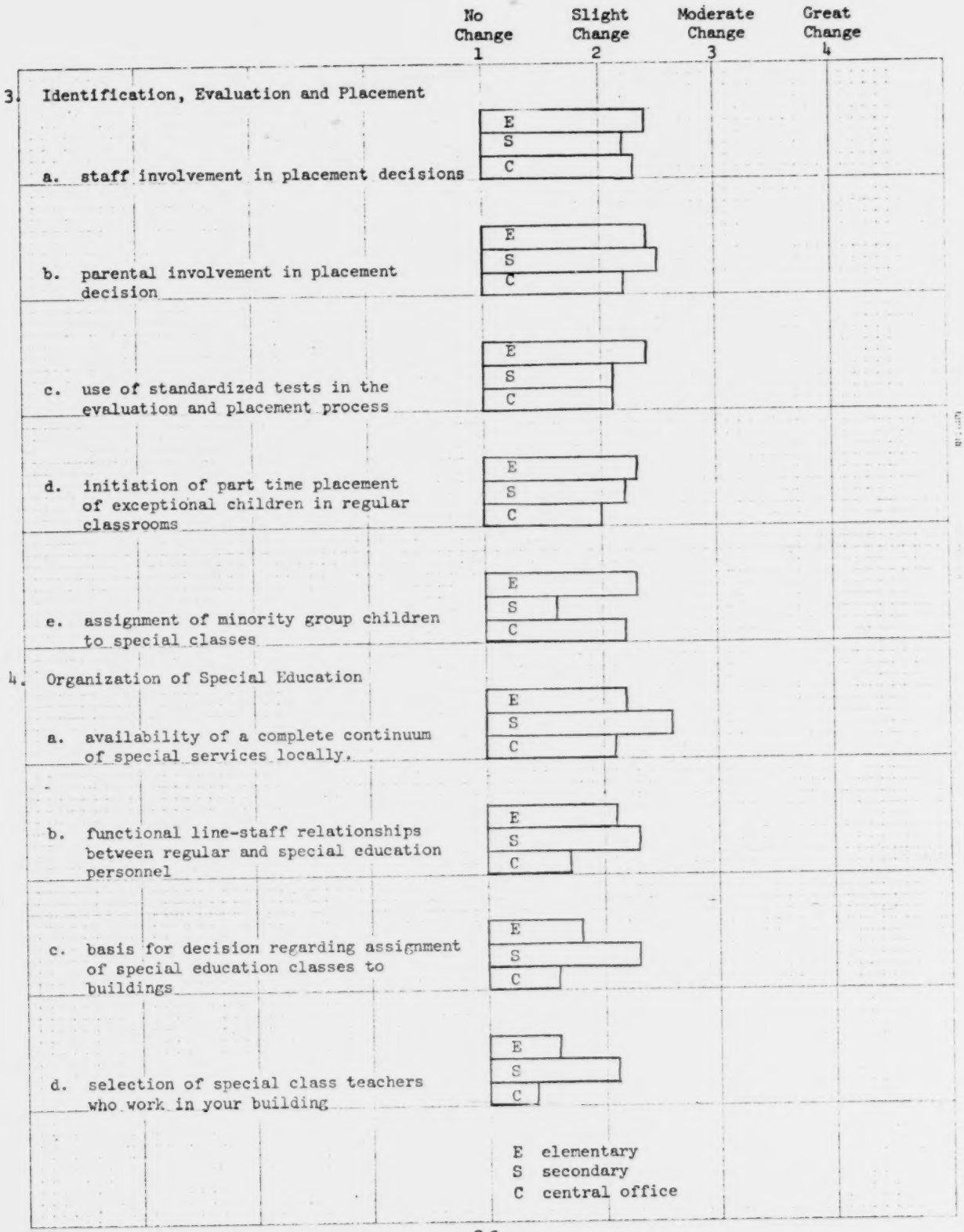
Regarding Part II, the participants were divided as to the reasons for attending the institute between their desire to increase their knowledge of special education and a professional obligation to attend. Participants indicated that a group membership of central office staff, consultant personnel, and local building administrators was facilitative to the purpose of the workshop.

The participants indicated that the size of the groups was too large. The workshop was too long and too rushed. They felt that the simulation items were fairly realistic and that instructional leadership was fair, but that the time spent in simulation activities was too long. There was also some indication that certain issues, such as placement procedures and integration deserved greater emphasis. There was diversity of opinion regarding the degree of emphasis given to education and race.

In conclusion, the concensus of the participants indicated that the workshop was worthwhile. They felt that their knowledge of special education had been increased slightly which reinforces the findings in Part I.

SELF PERCEPTIONS OF CHANGE


No Change 1
Slight Change 2
Moderate Change 3
Great Change 4
1. Supervision of Special Education Programs
a. responsibility for supervision of personnel in your building as it related to special education
b. responsibility for specific supplies and materials for children with "special needs"
c. responsibility for special support services for regular class teachers
d. responsibility for inservice training for your staff
2. Policy making and implementation processes
a. plans for special education programming
b. utilization of physical facilities for exceptional children
c. integration of handicapped children with regular class pupils in class activities
d. communication of program philosophy and objectives to the community
e. involvement of special education staff in budget preparation
f. utilization of special education central office staff in matters involving non-handicapped youngsters
E
S
C


No Change 1
Slight Change 2
Moderate Change 3
Great Change 4
3. Identification, Evaluation and Placement
a. staff involvement in placement decisions
b. parental involvement in placement decision
c. use of standardized tests in the evaluation and placement process
d. initiation of part time placement of exceptional children in regular classrooms
e. assignment of minority group children to special classes
4. Organization of Special Education
a. availability of a complete continuum of special services locally.
b. functional line-staff relationships between regular and special education personnel
c. basis for decision regarding assignment of special education classes to buildings
d. selection of special class teachers who work in your building
E elementary
S secondary
C central office

REFERENCES

Dunn, Lloyd. Special Education of the mildly handicapped: Is much of it justified, Exceptional Children, September 1968.

Hall, Em. Special miseducation: The politics of Special Education, Inequality in Education, 1970, 17-27.

Harris, Thomas A. I'm OK, You're OK. New York: Harper and Row, 1972.

Johnson, John. Special Education and the inner city: A challenge for the future or another means of cooling the mark out? Journal of Special Education, Fall, 1969.

Kohl, John & Marro, Thomas. A study of the Administrator of Special Education programs. (The Center fo: Cooperative Research with Schools) Pennsylvania State University, 1971.

New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education. Report, The Commission, 1972.

Reynolds, Maynard. A framework for considering some issues in Special Education. Exceptional Children, March, 1962.

Ross, Sterling, DeYoung, Henry & Cohen, Julius. Confrontation: Special Education placement and the law. Exceptional Children, September, 1971.